2008-2009 Annual Accreditation Report to the Commission on Teacher Credentialing by the

August 2009

Overview of this Report

This report presents selected sections for the Annual Report to the Commission to reflect the revised accreditation system. Discussion will help guide staff on completion of the report to be brought as an action item in October.

Staff Recommendation

This is an information item.

Background

The COA annually presents a report to the Commission on its activities for the prior year. This agenda item is the draft of the 2008-09 Annual Report. The Work Plan for 2009-10 is not presented in this item since it is in another agenda item at this COA meeting. Once it is adopted, it will appear in the Annual Report when it returns to the COA for adoption. The introductory information such as the table of contents and the list of the COA members will be presented in the October agenda item.

Based on discussion at the August 2009 meeting, staff will update the report and bring it to the October 2009 meeting for consideration and adoption.

Section I:
Accomplishment of the Committee's Work Plan in 2008-2009

On August 8, 2007 the Committee on Accreditation (COA) adopted its work plan for 2008-2009. Co-Chair Lynne Cook presented this work plan to the Commission at the October 10, 2008 Commission meeting. The items that follow represent the key components of the 2008-2009 work plan for the COA and a summary of each task and its current status.

Purpose 1. Ensure Accountability to the Public and to the Profession

a) *Maintain public access to the Committee on Accreditation.* All Committee meetings were held in public with all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, meetings were transmitted via audio broadcast and some via video webcast to allow any individual with access to the internet the ability to hear live or recorded broadcasts of all Committee meetings. The Commission's website was utilized fully to provide agenda items, notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation.

b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation presented its annual report to the Commission in the fall. Additional updates and reports to the Commission were provided as necessary and appropriate throughout the year.

Purpose 2. Ensure Program Quality

a) *Professional accreditation of institutions and their credential preparation programs.* This is the principal, ongoing task of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing professional education accreditation of institutions and their credential programs. In the 2008-2009 academic year, accreditation site visits were held at 15 institutions. Visits were held at institutions of higher education, county offices of education and school districts. Seven institutions were revisited in 2009 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the institutions that had a site visit or revisit in 2008-2009 is included in Section II of this report.

b) *Revise and finalize the Accreditation Handbook.* One of the major goals in the fall of 2008 was to finalize the *Accreditation Handbook*. This document explicates the processes and procedures of the various components of the Commission's accreditation system. Stakeholder review of the various chapters of the *Handbook* was completed and the document was placed on the Commission's website prior to the 2008-2009 accreditation site visits. AT the June 2009 COA meeting the first chapter of the handbook was adopted by the COA and additional chapters will be presented to the COA in the 2009-10 year for review and adoption.

c) *Build the pool of accreditation reviewers.* In an effort to continue to build the pool of individuals with expertise across credential areas and train individuals on the revised accreditation system, the COA offered two trainings for Board of Institutional Review (BIR) members. Training sessions took place in winter and spring 2009.

Fifty-six individuals attend the training sessions. "Refresher" training for experienced reviewers who need less intense training, but an update on the new standards and the new processes of the current accreditation system was made available through a series of Technical Assistance Meetings. These meetings were broadcast on the internet and archived so that team members could listen to the meeting as their schedule allowed.

d) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission.* The COA received information on an ongoing basis about Commission activities related to accreditation. Consistent with the Education Code, the Commission may request that the COA review, examine, and provide advice on various issues related to accreditation. To that end, the COA participated and played a major role in providing advice to the Commission on the review and modification of the Preliminary Administrative Services program standards.

Purpose 3.   Ensure Adherence to Standards

a) *Conduct and review program assessment activities.* The COA heard updates on the Program Assessment process for the Yellow Cohort, the first group of institutions to participate in Program Assessment. The COA worked with staff to utilize findings from Program Assessment to determine the composition of the Site Visit team. A list of institutions in the Yellow Cohort engaged in program assessment in the 2008-09 year is included in Appendix A.

b) *Review and initial approval of new credential programs.* This is another one of the major ongoing tasks of the Committee on Accreditation. The COA has developed procedures for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. Programs were not given initial approval until the reviewers have determined that all of the Commission's standards are met. A list of all credential programs approved in the 2008-09 year is included in Appendix A.

c) *Conduct technical assistance visits to institutions new to accreditation.* The COA considered the issues identified by review teams in their technical assistance review of institutions new to the accreditation process in California. Review teams provided technical assistance to institutions in preparation for a full accreditation site visit. A list of institutions that had a technical assistance site visit in the 2008-09 year is included in Appendix A.

d) *Complete efforts begun on Common Standards.* The COA worked to finalize the remaining Common Standards work as directed by the Commission. This included the development of descriptors or rubrics to facilitate a more consistent understanding of, and agreement about, the Common Standards. This work included the completion of a glossary to ensure that all entities that prepare educators understand key vocabulary of the Common Standards.   The standards were adopted by the Commission in November 2008 and the Glossary was adopted by the COA in October 2008.   At its June 2009 meeting, the COA adopted Common Standard

Descriptors that will be used by both institutions and accreditation team members beginning with the 2009-10 site visits.

e) *Completion of SB 2042 revision efforts.* The COA continued to advise the Commission on work related to revising SB 2042 standards. "Required Elements" were eliminated and the integration of language addressing intern and blended program delivery models was accomplished. These were adopted by the Commission at the January-February 2009 meeting.

Purpose 4. Foster Program Improvement

a) *Collect, analyze, and report on the first year of biennial reports submitted in fall 2008.* The 2008-2009 academic year was the first full year of implementation of the biennial report component of the revised accreditation system. All institutions in three of the seven cohorts submitted candidate competence and performance data. Three additional cohorts of institutions submitted their first biennial reports by the end of 2009. Summary information on biennial reports is provided in Section II. A list of all institutions required to submit biennial reports in 2009-2010 is provided in Appendix A. A major focus of the effort in this first year of implementation was to provide institutions with constructive feedback on their submission.

b) *Plan for any refinements to the biennial report process.* The COA reviewed basic information provided by staff about the first year of implementation of the biennial report component. The staff will present additional information about the types of data reported on early in the 2009-10 year. At that time the COA will determine if any refinements need to be made to the report template to ensure it meets the original objectives of the revised accreditation system.

c) *Continued development of the evaluation system for the accreditation system.* As the various components of the system were implemented, staff and the COA continued to work to ensure that additional evaluation components are embedded into the system. An on-line evaluation form that team members, team leaders, and institutions complete at the conclusion of a site visit was implemented. Implementing evaluation mechanisms for program assessment, biennial reporting, as well as other aspects of the system, will be a major focus in 2009-2010.

d) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies, where appropriate.* The Partnership Agreement with NCATE was renewed in 2007 and is effective through 2014. The COA continues to monitor the agreement to make certain that the implementation of the partnership results in assurance that state issues are appropriately addressed in each joint NCATE-CTC visit and that the process reduces duplication.

NCATE offers the option for a state's review of its programs to confer *National Recognition* to the program as if the professional association had completed the program review. Historically, California has not requested this option. In September 2008, however, Commission staff submitted information to NCATE requesting the ability to confer National Recognition for California's educator preparation programs where the specialized professional association standards are closely aligned. Early in

2009 California was notified that it has been approved to confer National Recognition for following professional associations.

California Credential	National Professional Association	
Multiple Subject Preliminary Teaching Credential	Association for Childhood Education International	ACEI
Single Subject Preliminary Teaching Credential in Science	National Science Teachers Association	NSTA
Single Subject Preliminary Teaching Credential in Social Science	National Council for the Social Studies	NCSS
Single Subject Preliminary Teaching Credential in Health	American Alliance for Health, Physical Education, Recreation and Dance/ American Association for Health Education	AAHPERD/ AAHE
Preliminary Administrative Services Credential	Educational Leadership Constituent Council	ELCC
Teacher Librarian Services Credential	American Library Association/ American Association of School Librarians	ALA/AASL
Early Childhood Specialist	National Association of Education of Young Children	NAEYC

A Program Sponsor Alert (09-07) was posted in May 2009 notifying the field of this opportunity. *http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-07.pdf*

In addition, the COA has begun to explore ways to align the state accreditation processes with those of national and professional organizations. The COA will reviewed the analysis, consistent with its responsibilities set forth in the Education Code, and determined comparability for both the National Association of School Psychologists (NASP) or the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Therefore, California programs preparing school psychologists or school counselors may elect to use the national standards in California's accreditation activities. A Program Sponsor Alert (09-06) was posted in May 2009 notifying the field of this option. *http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-05.pdf*

General Operations
In addition to the above mentioned items, the COA engaged in routine matters necessary for general operations of the Committee. This included the election of Co-Chairs, the adoption of a meeting schedule for 2009-2010, orientation of new members and modification of its own procedures manual.

Section II:
Summary of 2008-2009 Accreditation Activities

This section of the report provides more detailed information about elements of the 2008-2009 work plan with a focus on accreditation activities. Some of the same tasks mentioned in Section I are repeated here again with additional information.

Purpose 1. Ensure Accountability to the Public and the Profession

Maintain Public Access to the Committee on Accreditation
The COA held meetings as follows:
> August 5-6, 2008
> October 10, 2008
> January 15, 2009
> April 8-9, 2009
> May 13-14, 2009
> June 25-26, 2009

Live COA meetings can be heard and viewed over the internet. Text and audio archives of the meetings are housed on the Commission website. In addition, videoconferencing has been used in order that those involved in accreditation activities from the southern part of the state can participate from a videoconferencing center and not have to travel to Sacramento for a report to the COA that might last between 40-60 minutes.

PSD-News
The PSD E-news was begun last year and was maintained on a weekly basis throughout 2008-09. This electronic correspondence notifies over 300 individuals, including all program sponsors, of on-going activities related to the Professional Services Division. Information on accreditation related activities such as standards development and revision work and technical assistance workshops are routinely distributed via this communication tool.

Program Sponsor Alerts
A new type of communication was established that supplements the PSD-News. The Program Sponsor Alert format targets a specific issue, such as Institutional Responsibilities, Implementation of Inactive Status for programs or modification to preconditions for multiple and single subject programs. These alerts are sent via e-mail to the Program Contact and archived at:
http://www.ctc.ca.gov/educator-prep/PS-alerts.html

Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs
2008-2009 accreditation decisions were made based upon the written reports of the evidence gathered at the site visit, recommendations made by the team, and the COA interview of program leadership and the team lead. Teams reviewed documentation, interviewed a variety of constituencies (candidates, program completers, faculty, employers, administration, supervisors, etc.), deliberated and came to consensus on findings for all common standards, program standards, and an accreditation recommendation. Commission consultants, team leads and institutional representatives attended Committee on Accreditation meetings to present the results of the site visit report and respond to questions. The COA made the following accreditation determinations:

COA Accreditation Decisions 2008-2009 Visits	
Program Sponsor	**Accreditation Decision**
CSU, Channel Islands	Accreditation
CSU, East Bay	Accreditation with Stipulations
CSU, San Bernardino	Accreditation
California Lutheran University	Accreditation
Mills College	Accreditation with Stipulations
Notre Dame de Namur	Accreditation with Stipulations*
Patten University	Accreditation with Stipulations
Simpson College	Accreditation with Stipulations
Western Governors University	Accreditation with Stipulations
Westmont College	Accreditation
Fresno County Office of Education	Accreditation with Stipulations
High Tech Learning Communities	Accreditation with Stipulations
Los Angeles County Office of Education	Accreditation
San Diego County Office of Education	Accreditation with Stipulations
San Diego Unified School District	Accreditation with Stipulations

Copies of the site visit team reports are available on the Commission's website at: http://www.ctc.ca.gov/educator-prep/accreditation-reports.html.

In addition, the COA heard reports from re-visits of 2007-2008 visits and made the following decisions:

2008-2009 Accreditation Re-visits		
Program Sponsor	**2007-08 Decision**	**2008-09 Re-Visit Decision**
Alliant University	Accreditation with Probationary Stipulations	No decision until November 2009 re-visit
Argosy University	Accreditation with Probationary Stipulations	Accreditation
Holy Names University	Accreditation with Substantive Stipulations	Accreditation
Phillips Graduate Institute	Accreditation with Technical Stipulations	Accreditation with Major Stipulations
Project Pipeline	Accreditation with Substantive Stipulations	Accreditation
Vanguard University	Accreditation with Substantive Stipulations	Accreditation with Technical Stipulations

2008-2009 was the first year of the nine Common Standards. Since Common Standard 2: Unit and Program Assessment and Evaluation was a new standard, staff held a technical assistance meeting in order to help clarify the standard and facilitate a discussion of effective practices in order to meet the standard. The meeting was broadcast on the web and is archived on the Commission's web page. The archive can be accessed at http://www.ctc.ca.gov/educator-prep/coa-meetings.html. A review of the year's institutional site visits results serves as

information for the COA and staff in determining needs of institutions for technical assistance meetings and as a guide for institutions as they prepared for site visits. The information regarding findings on the Common Standards from 2008-2009 is presented in the following tables:

2008-2009 Findings on the Common Standard			
Summary of 15 site visits	**Standard Findings**		
	Met	**Met with Concerns**	**Not Met**
Standard 1: Education Leadership	13	2	
Standard 2: Unit and Program Assessment and Evaluation	10	4	1
Standard 3: Resources	14	1	
Standard 4: Faculty and Instructional Personnel	13	2	
Standard 5: Admission	14	1	
Standard 6: Advice and Assistance	13	1	1
Standard 7: Field Experience and Clinical Practice *	9	3	
Standard 8: District Employed Supervisors *	11	1	
Standard 9: Assessment of Candidate Competence	13	1	1

*Institutions with only Designated Subjects preparation programs are not held to these two standards.   There were three site visits to institutions that only offer Designated Subject programs

A summary of the information gathered on individual programs at the 15 site visits is presented in a series of tables below. Each program is noted separately. As with the information about the Common Standards, this information about standards that were not met or were met with concerns helps COA and staff determine what additional technical assistance might be helpful to the field.

Multiple/Single Subject Standards (12 site visits)	Standard Met with Concerns	Standard Not Met
1: Program Design	2	
2: Collaboration in Governing the Program	3	
3: Relationship between Theory and Practice	1	
4: Pedagogical Thought and Reflective Practice	1	
5: Equity, Diversity and Access to the Core Curriculum	1	
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	1	
7B: Single Subject Reading, Writing, and Related Language Instruction in English	2	
8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates.	1	
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates	2	
9: Technology	1	
13: Preparation to Teach English Language Learners	1	

Multiple/Single Subject Standards (12 site visits)	Standard Met with Concerns	Standard Not Met
14: Preparation to Teach Special Populations in the General Education Classroom	2	
15: Learning to Teach Through Supervised Fieldwork	3	
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	3	
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence		1
18: Pedagogical Assignments and Formative Assessments During the Program	1	
19: Assessment of Candidate Performance	1	
21: Assessment Administration, Resources and Reporting	1	

Education Specialist Mild/Moderate (6 site visits)	Standard Met with Concerns	Standard Not Met
9: Program Design, Rationale and Coordination	1	
13: Special Education Field Experiences with Diverse Populations	1	
21: General Education Field Experiences	1	

Education Specialist Moderate/Severe (4 site visits) Level II	Standard Met with Concerns	Standard Not Met
19: Leadership and Management Skills	1	

Designated Subjects: Adult Education (site visits)	Standard Met with Concerns	Standard Not Met
1: Program Design, Rationale and Coordination	2	
3: Resources Allocated to the Program	1	
5: Faculty Evaluation and Development	1	
6: Program Development and Evaluation	2	
11: Instructional Techniques	1	

Designated Subjects: Vocational Education/Career Technical Education (site visits)	Standard Met with Concerns	Standard Not Met
1: Program Design, Rationale and Coordination	2	
3: Resources Allocated to the Program	1	
5: Faculty Evaluation and Development	1	
6: Program Development and Evaluation	2	
11: Instructional Techniques	1	
14: Teaching Students with Special Needs	1	

Preliminary Administrative Services Credential Program (7 site visits)	Standard Met with Concerns	Standard Not Met
1: Program Rationale and Design	1	
2: Program Coordination	1	

	Standard Met with Concerns	Standard Not Met
6: Opportunities to Learn Instructional Leadership		1
7: Nature of Field Experiences	2	
8: Guidance, Assessment and Feedback	1	1
9: Assessment of Candidate Performance	1	2

Guidelines Based Administrative Services Tier II (2 site visits)	Standard Met with Concerns	Standard Not Met
2: Evaluation of Program Quality	1	
4: Individualized Mentoring Plan	1	
6: Mentor Qualifications and Assignments	1	
7: Assessment of Candidate Competence	1	

In all the following types of credential programs, all standards were found to be met. The number in bold indicates the number of programs reviewed.

> Clear Credential: **4**
> Reading Language Arts Certificate and Language Arts Specialist Credential: **3**
> Child Welfare and Attendance Credential Programs: **2**
> Speech-Language Pathology: **1**

Initial Accreditation of New Credential Programs

Institutions that would like a program to be considered for Initial Program Approval submit a document that indicates how the program will meet each of the standards along with supporting documents that serve as evidence to verify the claims made. A team of educators who have expertise in the program area and are trained for the review process read the document and consult with one another to determine whether standards are met. If the reviewers jointly agree that standards are met, it is so noted. If the review team agrees that standards are not met, reviewers write specific information as to what is needed. This information is shared with the institution by the consultant. The review process continues until all standards are found to be met. When standards are found to be met, the Commission Consultant forwards the item to the COA agenda at the next scheduled meeting. Initial program approvals include programs that are new to the credential area as well as those that are writing to new standards.

2008-2009 Initial Program Approval actions taken by the Committee on Accreditation are summarized in the tables below.

Programs of Preparation for the Administrative Services Credential	
California Lutheran University	Preliminary Administrative Services Internship
La Sierra University	Preliminary Administrative Services Credential Program Professional Clear Administrative Services Credential Program
Alliant International University	Preliminary Administrative Services Credential Program
Boston Reed	Guidelines Based Alternative Professional Clear Administrative Services Credential Program
Santa Clara County Office of Education	Preliminary Administrative Services Credential Program, No Internship
Touro University	Professional Clear Administrative Services Credential Program

Programs of Preparation for the Education Specialist Credential	
UCLA	Mild/Moderate Disabilities with Internship Option 1
San Francisco State University	Education Specialist Preliminary Level 1: Early Childhood Special Education Internship Physical and Health Impairments Internship Visual Impairments Internship
CSU Sacramento	Education Specialist Preliminary Level 1: Early Childhood Special Education with Internship
Azusa Pacific University	Education Specialist Preliminary Level 1: Moderate/Severe Disabilities with Internship Option 1
UCLA	Mild/Moderate Disabilities with Internship Option 1

Programs of Preparation for the SB 2042 Multiple and Single Subject Credentials	
CSU Channel Islands	Multiple Subject Internship
Mount St. Mary's College	Multiple Subject Internship
High Tech High	Multiple Subject Internship

Reading Language Arts Specialist Credential	
California State University, Monterey Bay	Reading Certificate
Loyola Marymount University	Reading Language Arts Credential

Programs of Preparation for California Teachers of English Learners (CTEL)	
University of La Verne	CTEL Program Leading to a CLAD Certificate
Loyola Marymount University	CTEL Program Leading to a CLAD Certificate
Chapman University College	CTEL Program Leading to a CLAD Certificate

Programs of Preparation for BCLAD	
San Jose State University	Multiple Subject BCLAD Program - Chinese

Programs of Preparation for Agriculture Specialist Credential	
CSU Chico	Agriculture Specialist Instruction Credential Program

Inactive Status

At the May 2008 meeting, the COA took action to allow institutions to put programs on Inactive Status. In the past, once a program was approved, it was listed as approved on the Commission website even is the program was not being offered at the institution.   Institutions may temporarily cease offering a program for a variety of reasons such as decreased need in the service area or changes in faculty with expertise in the area. In order to place a program on Inactive Status, the following procedures must be followed:

- The institution submits a request to the Committee on Accreditation and the Committee takes action to reactivate the program. If the program standards have not changed since the date when the program was deemed inactive, no further documentation is necessary.

- Although staff will place the request on the agenda for the next regularly scheduled meeting of the Committee, an institution should be cognizant of the COA schedule and plan the reactivation of the program accordingly.

- If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.

- No candidates may be recommended for a California credential unless the COA has formally acted to reclassify an "inactive" program to an "approved" program. The following institutions put the programs noted on Inactive Status.

The following programs were placed on Inactive Status:

Inactive Status of Professional Preparation Programs in 2008-2009	
Institution	**Program**
California Baptist University	Clear Credential/Fifth Year of Study
California Lutheran University	Multiple Subject Intern Program
	Single Subject Intern Program
	BCLAD Multiple Subject Program
	BCLAD Single Subject Program
Chapman (Orange Campus)	Clear Credential/Fifth Year
Chapman University College	Clear Credential/Fifth Year
Compton USD	Multiple Subject District Intern Program
Concordia College	Reading Certificate Program
CSU East Bay	Resource Specialist Program
CSU Sacramento	Multiple Subject Intern Program
	Library Media Services
CSU San Bernardino	PPS – School Social Work
CSU San Marcos	Clear Credential/Fifth Year
JFK University	Single Subject Program
	Single Subject Internship
	Multiple Subject Program
	Multiple Subject Internship
San Diego Christian College	Clear Credential/Fifth Year
UC Berkeley	CalPIP Education Specialist Mild/Moderate

Program Withdrawal

For a variety of reasons, institutions may choose to no longer offer a previously approved program. Institutions are encouraged to formally seek a withdrawal of these programs thus removing the program from the Commission's accreditation system. The program is then no longer considered a Commission approved program. The following institutions and programs selected this option in the 2008-2009 year.

Withdrawn Programs of Professional Preparation	
JFK University	Preliminary Administrative Services Program
	Preliminary Administrative Services Internship

Revise the Accreditation Handbook and Team Training Curriculum

Revision of the *Accreditation Handbook* is now underway with chapters being posted for input from key stakeholders and users. The BIR training curriculum was revised and implemented at the three trainings held in the 2008-09 year. The revised trainings focused on skills that BIR members would need to participate in either Program Assessment or Site Visits.

On-Going Review of Accreditation Process and Procedures
In 2008-2009 there were a variety of activities to share information about the revised accreditation system and its implementation. Highlights of some of the activities are noted in the following table:

Date	Activity
August 2008	Common Standards Technical Assistance Meeting/Broadcast
October 2008	Common Standard 2: *Unit and Program Evaluation System* Technical Assistance Meeting/Broadcast
	Biennial Reports Technical Assistance Meeting/Broadcast
	Staff presented multiple session at the annual conference of the California Credentials Analysts and Counselors (CCAC) in Sacramento
	Nuts and Bolts: Preparing for an Accreditation Site Visit Technical Assistance Meeting/Broadcast
January 2009	BIR Training (Riverside, CA)
February 2009	Biennial Reports Technical Assistance Meeting/Broadcast
	Accreditation 101 Technical Assistance Meeting/Broadcast
March 2009	Program Assessment Technical Assistance Meeting/Broadcast
June 2009	BIR Training (Sacramento, CA)

In addition, throughout the year additional technical assistance meetings were held to assist institutions to understand the Commission's accreditation system.

Section III:
Proposed Work Plan for the Committee on Accreditation in 2009-2010

Section to be added once the Committee adopts the work plan for 2009-10

Appendix A
Accreditation Activities 2009-2010

Biennial Reports Fall 2009		
Red Cohort	**Yellow Cohort**	**Indigo Cohort**
CSU Chico	CSU Northridge	Cal Poly Pomona
CSU Dominguez Hills	San Diego State University	Humboldt State University
CSU Los Angeles	San Jose State University	CSU Long Beach
CSU Monterey Bay	CSU Stanislaus	San Francisco State
UC Berkeley	Biola University	CSU San Marcos
UC Los Angeles	Fresno Pacific University	Azusa Pacific
UC Santa Cruz	Loyola Marymount University	Bethany College
Chapman University	National Hispanic	Mount Saint Mary's
Concordia University	San Diego Christian College	University of Redlands
Pacific Union	Santa Clara University	University of San Francisco
Pepperdine University	Touro University	University of Southern California
Point Loma Nazarene University	Whittier College	San Joaquin COE
Hebrew Union	William Jessup University	Sacramento COE
Alameda COE	Mendocino COE	Ventura COE
Contra Costa COE	Santa Clara USD	
Los Angeles USD	Stanislaus COE	
Metropolitan		
Oakland USD		
REACH		

Fall 2010		
Orange	**Blue**	**Violet**
Cal Poly San Luis Obispo	Alliant International University	Antioch Los Angeles
Cal State TEACH	Argosy University	Claremont Graduate
CSU Sacramento	CSU Bakersfield	CSU Fresno
Sonoma State University	CSU Fullerton	Compton USD
UC Santa Barbara	Dominican University	Hebrew Union College
Antioch Santa Barbara	Holy Names University	Hope International
Cal Baptist	Inter American College	Imperial COE
Occidental	Loma Linda University	Kern COE
Saint Mary's College	Orange COE	La Sierra
The Master's College	Phillips Graduate Institute	National University
University of La Verne	Project Pipeline Sac COE	Pacific Oaks College
University of San Diego	Stanford University	Salinas Adult
University of Phoenix	UC Riverside	UC Davis
University of the Pacific	Vanguard University	UC Irvine
Butte COE		UC San Diego
SAIL		
Santa Barbara CEO		

Program Assessment

Institutions Completing Process (Orange Cohort)

Cal Poly San Luis Obispo	Cal Baptist	University of Phoenix
Cal State TEACH	Occidental	University of the Pacific
CSU Sacramento	Saint Mary's College	Butte COE
Sonoma State University	The Master's College	SAIL
UC Santa Barbara	University of La Verne	Santa Barbara CEO
Antioch Santa Barbara	University of San Diego	

Institutions Beginning Process (Red Cohort) Submissions Due in Fall 2009

CSU Chico	UC Santa Cruz	Hebrew Union
CSU Dominguez Hills	Chapman University	Alameda COE
CSU Los Angeles	Concordia University	Contra Costa COE
CSU Monterey Bay	Pacific Union	Los Angeles USD
UC Berkeley	Pepperdine University	Metropolitan
UC Los Angeles	Point Loma Nazarene University	Oakland USD
		REACH

Site Visits 2009-10
Initial Visits-Yellow Cohort

CSU Northridge	Fresno Pacific University	Touro University
San Diego State University	Loyola Marymount University	Whittier College
San Jose State University	National Hispanic	William Jessup University
CSU Stanislaus	San Diego Christian College	Mendocino COE
Biola University	Santa Clara University	Santa Clara USD
		Stanislaus COE

Institutions with Revisit

Alliant University	San Francisco State	CSU Long Beach
Phillips Graduate Institute	Notre Dame de Namur	

Institutions with Technical Assistance Site Visits

Santa Barbara CEO	SAIL	ACSA/SCNTC
REACH	Oakland USD	